

Hunni-Bees Children's Centre

Inspection report for early years provision

Unique reference number EY331861
Inspection date 08/02/2010
Inspector Anthony Anderson

Setting address Hunningley Primary School, Hunningley Lane, BARNSELY,
South Yorkshire, S70 3DT
Telephone number 01226 287 286
Email lynnebrooke@barnsley.gov.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hunni-Bees Children's Centre is run by the Early Years Service of Barnsley Metropolitan Borough Council and is based in Hunningley Primary School in Stairfoot, Barnsley. It opened in March 2006 and operates from a number of interlinked play and support rooms with the added use of an outside play area which is shared with the nursery class of the host school. The centre is open from Monday to Friday from 8am to 6pm for 50 weeks each year and is registered by Ofsted on the Early Years Register. A maximum of 29 children aged between birth and five may attend the setting at any one time and of these, not more than nine may be under two years of age. There are 58 children on roll of whom five receive funding for early years education. The centre has procedures in place to support children with special educational needs and/or disabilities, and those for whom English is an additional language. There are currently 15 members of staff, the majority holding relevant early years National Vocational Qualifications (NVQ) including one at level 4, nine at level 3, and one at level 2. Three staff members hold Foundation Degrees, one holds Qualified Teacher Status and a further member is unqualified. The centre is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Very effective care and welfare systems underpin exemplary practice which is closely monitored by the senior management. Observations and assessments of young children are used well to support their development and are linked to their next steps of development. However, they are not consistently recorded against the six areas of early years learning. Partnership with parents is outstanding and excellent use is made of the very close links with the management of the host school's Early Years Foundation Stage, to support all young children's progress. The management implement good overall systems and procedures to evaluate the provision's strengths but the areas for development are not sufficiently defined. The setting's management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the use of the regular observations and progress records in order to more closely link these to the development of each child across the six areas of early years learning
- improve the systems and procedures linked to reviewing the setting's areas for development and ensure that this leads to continuous improvement.

The effectiveness of leadership and management of the early years provision

Recruitment and appropriate vetting systems for staff are fully in place and recorded. Welfare policies and care procedures are very carefully defined and implemented with monitoring systems which are audited for effectiveness by the senior management. The centre's dedicated staff work closely with all children and ensure that they are fully included and given equality of opportunity.

Parents speak very highly of the provision and express delight at the sheer professionalism of the day-to-day management and the exceptionally high quality of care their children receive. They really appreciate the recently introduced Parents Forum, which provides excellent opportunities for the enhancement of a parental voice, as part of this imaginative and rapidly improving setting. Parents are also kept well in touch through regular informal discussions with staff, and they are encouraged to view their child's learning journey booklets which provide significant detail about many aspects of their child's development and progress.

The relationship with external agencies and the management of the host school's Early Years Foundation Stage is outstanding; a prime example of this supportive relationship is the very well resourced external play area which is shared with children attending the adjacent nursery unit. The centre's systems of self-review and analysis of its strengths are good overall, but there is some lack of clarity in the identified areas for improvement.

The quality and standards of the early years provision and outcomes for children

The children enjoy their visits to this very high quality setting which is very carefully designed to offer a wide range of early learning activities and create an exceptionally friendly atmosphere for learning through play. A free-flow continuous provision is very strongly promoted by the centre's effective and dedicated management. The staff team are particularly well trained and they work together in harmony to provide an interesting and challenging range of opportunities for children to learn and make progress. Children are stimulated and motivated by a wide range of indoor and outdoor resources. A few young children splash about in the sand and water zone and their laughter is infectious. A construction zone with a large toy crane presents an interesting challenge to some children, while others are playing in the mini doctor's surgery which provides a good link to mathematics through the wall-mounted height chart. Others prefer to relax in the quiet zone as they sit on colourful cushions, and one young child enjoys playing an interactive programme on the computer.

Outside the centre, children enjoy the cold and crisp atmosphere as they run, jump and play with the extensive range of resources. Some children ride on a variety of wheeled toys and others play in the sand or chase each other around the play area which is shared with the host school's nursery class. This adds to their physical development and supports healthy lifestyles. The children consistently demonstrate

very positive attitudes and behaviour, and they are clearly at ease with both staff and visitors. They enjoy healthy snacks for breakfast, lunch and tea and a small dining room is very well utilised by staff to encourage the children to learn table manners and extend opportunities for speaking and listening. A wide range of displays, including some of the children's own work, such as colour fruit prints and pasta pictures, helps them and their parents to understand about diet and the importance of regular exercise. Regular hand washing is encouraged, particularly before eating or after visiting the toilet.

All children are celebrated as unique individuals in this very inclusive setting and they are all continually encouraged to make choices as a means of gaining confidence and boosting their self-esteem. The children's work is shown in abundance around the setting's walls and staff use praise to support and encourage their efforts. Transition arrangements to support children who are moving up to the main school are excellent and include detailed profile information about each child's progress over time. However, while detailed and regular observations are used to monitor young children's progress, they are not consistently tied to the progress each child makes in all six areas of early years learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

